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AUTHOR Keresztes-Nagy, Susan  
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## ABSTRACT

The curriculum guide is designed for a workplace education program for assembly line workers, inspectors, machine operators, packers, materials handlers, blenders, grinders, and trainers in a factory. The curriculum consists of instruction in English as a Second Language for the job, workplace communication, efficient and safe work habits, and enhancement of job performance. The guide consists of five themed units of instruction: quality control; work forms, codes, and other work-related written materials; workplace communication; health and safety; and company rules. Each unit lists instructional objectives and related language skills, lesson ideas and class activities, and cross-references to specific texts and instructional materials. Additional materials include a job-related vocabulary and phrase lists, and an English/Spanish glossary of vocabulary concerning defects. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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**Suncast Corporation Curriculum Guide**  
**English as a Second Language for the Workplace**  
**Worker Education Program**  
**Chicago Teachers' Center of Northeastern Illinois University**  
**and**  
**The Amalgamated Clothing and Textile Workers Union**  
**October, 1993**  
**Written by Susan Keresztes-Nagy**

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**Suncast**  
**Workplace Literacy Course**

**COURSE GOALS:**

- I. To help workers (assembly line workers, end of line inspectors, machine operators, packers, material handlers, blenders, grinders, and trainers) do their jobs efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:
  - a) naming products, product components, machines, machine parts and tools
  - b) reading & filling out forms and other written material used in and related to their jobs:  
labels (on gaylords & skids)  
hand tags (on product)  
Bill of Materials  
Line Reject Tally Sheet - (material handlers)  
Reject Ticket  
Test Forms (Quality Control Dept.)  
Dot Plots (Molding Dept.)  
Reground Material Weight Sheet (grinders)
  - c) reading & understanding abbreviations on labels  
(product descriptions & colors)
  - d) reading & understanding number/letter codes on: labels, product packages, cartons, product manuals, gaylords and skids, including date codes and product or customer codes
  - e) reading & understanding switches & buttons on machines (on/off, run, start, etc.)
  - f) reading & understanding time clock
  - g) learning sequencing of numbers (1/1, 1/2...2/34,2/35...etc)  
(for tank assemblers)
  - h) naming and describing workers' job and work history
  - i) filling out personnel forms
  - j) demonstrating Quality Control checks & naming flaws in product or product components
  - k) understanding safety rules & regulations at Suncast; learning names of safety equipment & apparel; reading safety signs in the plant; understanding measures to avoid accidents & injuries

I) learning basic communication skills for:

- greeting coworkers, foremen and supervisors
- reporting a problem to foreman or supervisor (problem with a machine, out of a component, etc.)
- answering questions from foreman or supervisor
- understanding instructions from foreman or supervisor, including location of components in the plant (material handlers)
- understanding & accepting praise from foreman or supervisor
- calling in sick, explaining an absence & asking for a personal day
- reporting an accident

If time allows:

2. To read and understand other workplace correspondence and signs
3. To learn general English communication skills needed for promotion
4. To read and fill out other forms needed for promotion
5. To learn basic math skills needed for promotion
6. To understand Suncast company rules & regulations
7. To understand procedures for resolving a problem through the union
8. To enhance listening and problem-solving skills among workers
9. To understand how each worker fits into the overall functioning of the workplace, ie. how the worker's particular job is essential to the finished product, thereby instilling a sense of pride in their work in workers and heightening their awareness of the importance of teamwork and cooperation

Objective	Language Skills	Lesson Ideas/Activities	Materials
1. To be able to name & identify products, product components, machines, machine parts & tools	specific vocabulary of Suncast products, components, machines, machine parts & tools	<ul style="list-style-type: none"> <li>TPR activities using Suncast products &amp; product components</li> <li>TPR activities on plant floor to name machines, machine parts &amp; tools</li> <li>Use Suncast videos showing workers doing their jobs to practice naming products, components, machines, machine parts &amp; tools</li> <li>Use Suncast "Lawn &amp; Garden Catalog" to practice naming products</li> <li>Information Gaps and Spot the Differences exercises on "Lawn &amp; Garden Catalog" and product manuals</li> </ul>	Suncast products & components Suncast tools, where possible Suncast videos Suncast "Lawn & Garden Catalog" and product manuals photocopies of assorted pages from catalog & manuals to make Information Gaps & Spot the Differences exercises
2. To be able to demonstrate Quality Control checks and name flaws in product or product components	vocabulary for quality control checks & flaws: sink, splay, short shot, bleeding, etc.	<ul style="list-style-type: none"> <li>students check products, say whether good or not, which QC problem exists, if any</li> <li>TPR: hold up appropriate item, students name problem</li> <li>TF: questions on QC checks, written and oral</li> </ul>	company's products, both good and defective company products company products, handouts
3. To be able to report a QC problem to foreman, supervisor, or QC inspector	typical structures and vocabulary for this kind of situation (vocabulary from objective #1; structures: "There's a hole in the reel half.;" "The hose is kinked.;" "The axle is rusty.;" "It's too short/small/heavy.;" "It's not long enough.;" etc.)	<ul style="list-style-type: none"> <li>dialogues, roleplays</li> <li>listening comprehension on QC dialogues</li> </ul>	Suncast realia handouts of sample dialogues, roles, situations audio tape of sample dialogues Speaking Up at Work, 97-103

Objective	Language Skills	Lesson Ideas/Activities	Materials
4. To be able to answer QC questions from foreman, supervisor, or QC inspector	typical structures & vocab. for this kind of situation (see objectives 1-3)	<ul style="list-style-type: none"> <li>• dialogues, roleplays</li> <li>• 20 Questions</li> </ul> <ul style="list-style-type: none"> <li>• dialogue completions</li> <li>• cloze exercises</li> <li>• Tic Tac Toe</li> <li>• grammar practice on comparisons</li> <li>• grammar practice on comparisons in context of QC situations</li> </ul>	handouts of dialogues, roles, situations Side by Side, bk 1, unit 27 English for Adult Competency, chapt. 2 handouts of dialogues handouts board grammar exercises on comparisons handouts of dialogues, roles, situations
		<ul style="list-style-type: none"> <li>• discussions, dialogues, roleplays</li> <li>• listening comprehension exercises</li> <li>• roleplay: report a machine breakdown</li> </ul>	Speaking of Survival, pgs. 210-224 Breaking the Ice, units 5-8 Working in English, chapters. 10 & 11 English at Work, worksheet 17 Speaking Up at Work, 43-49, 83-86 Spectrum 2, units 5 & 6 On Your Way, units 2, 3, 5 & 6
5. To be able to write reasons why a component or product is rejected	typical vocabulary and structures for this kind of situation (see objectives 1-4); writing	<ul style="list-style-type: none"> <li>• same as for objectives 1-3, then fill out Line Reject Tally Sheet and Reject Ticket</li> </ul>	detective parts & components Line Reject Tally Sheets Reject Tickets
6. To be able to write and keep track of numbers in sequence (for tank assemblers)	writing numbers in sequence Other skills: keeping track of numbers in sequence	<ul style="list-style-type: none"> <li>• worksheets: fill in blanks in series of numbers</li> <li>• timed practice for writing numbers in series</li> <li>• number games: Buzz, Concentration</li> </ul>	worksheets
7. To be able to understand instructions from foreman, supervisor or QC inspector	language/vocab for following instructions (First, next, then, etc.) imperatives (put, get, bring, take, do, make, etc.)	<ul style="list-style-type: none"> <li>• TPR activities using Suncast realia and situations, on the plant floor when possible</li> <li>• sample dialogues for following instructions</li> <li>• roleplays of work situations</li> </ul>	Suncast realia sample dialogues; Working in English, chapt. 9 role cards

Objective	Language Skills	Lesson Ideas/Activities	Materials
8 . To be able to locate components and other items in stock in the plant (for material handlers)	specific vocabulary (racks, shelves, names of departments and areas of plant, etc.)  prepositions of place (on, in, under, above, next to, beside, on the left/right, etc.)	<ul style="list-style-type: none"> <li>•pictures showing prepositions of place</li> <li>•TPR activities with focus on prepositions using Suncast components &amp; other items which Material Handlers must locate</li> <li>•Tour of plant showing where components are kept; students draw a diagram of plant floor, labeling racks, components, etc.</li> <li>•Information Gaps &amp; Spot the Differences on students' diagrams &amp; on other pictures &amp; diagrams w/focus on prepositions</li> <li>•20 Questions: Guess what something is in Suncast by asking yes/no questions about where it is located</li> <li>•Scavenger Hunt: clues are locations around the plant</li> <li>•Game: students actually have to go get components, etc. from the plant floor based on oral instructions (see supervisor of material handlers)</li> <li>•sample dialogues, more preposition practice</li> </ul>	The New Oxford Picture Dictionary Suncast realia  Newsprint  written clues placed around the plant (or Supervisors & Foremen could give the clues orally)
9 . To be able to understand & accept praise from a foreman, supervisor, or QC inspector	typical expressions for praising & accepting praise (Good/Nice work/job; That's good; Thanks; Thank you, etc.)	<ul style="list-style-type: none"> <li>•sample dialogues about giving &amp; accepting praise in Suncast contexts</li> <li>•roleplays</li> </ul>	handouts of dialogues role cards

# THEME Work Forms, Codes & other Work-Related Written Materials

Objective	Language Skills	Lesson Ideas/Activities	Materials
1. To read and understand the labels on gaylords & skids	<ul style="list-style-type: none"> <li>flash cards of abbreviations</li> <li>matching worksheets</li> <li>Bingo</li> </ul>	<ul style="list-style-type: none"> <li>flash cards</li> <li>worksheets, Suncast components &amp; products</li> <li>Bingo game</li> </ul>	Suncast labels, products & components
		<p>TPR activities: read label, hold up product it describes; read color code on label, hold up a component of that color; game: assorted components of different colors on table, one student calls out a color, others try to pick up appropriate component first; same game w/different products</p> <p>Spot the Difference on labels Information Gaps on labels</p>	<ul style="list-style-type: none"> <li>labels, handouts</li> <li>labels, handouts</li> </ul>
		<p>learn &amp; decipher number/letter codes</p> <p>number/letter codes (date codes &amp; product or customer codes) on labels (on gaylords &amp; skids), product packages, cartons, product manuals &amp; hand tags</p>	<ul style="list-style-type: none"> <li>matching worksheets on codes</li> <li>flashcards on codes</li> <li>Spot the Differences on codes</li> <li>Information Gaps on codes</li> <li>TPR: match product package w/label, manual, etc.</li> <li>TPR: mark appropriate product code on carton</li> <li>TPR: set date code stamp appropriately</li> </ul>
2. To read & understand number/letter codes (date codes & product or customer codes) on labels (on gaylords & skids), product packages, cartons, product manuals & hand tags	specific vocabulary (on/off, run, start, etc.)	<ul style="list-style-type: none"> <li>plant tour in which workers draw pictures of machines w/labelled buttons and switches</li> <li>watch video of workers operating machines and discuss function of the buttons &amp; switches</li> <li>label switches &amp; buttons on picture of machine</li> </ul>	<ul style="list-style-type: none"> <li>pictures of machines w/buttons &amp; switches labeled</li> <li>pictures of machines w/buttons &amp; switches not labeled</li> <li>video of workers operating machines</li> </ul>
3. To read & understand switches & buttons on machines			

THEME Work Forms, Codes & Other Work-Related Written Materials

Objective	Language Skills	Lesson Ideas/Activities	Materials
4. To gain familiarity with forms used by other workers (Test Forms, Dot Plots, Bill of Materials, Reground Material Weight Sheet)	reading & distinguishing codes Other Skills: reading & understanding dot plots	<ul style="list-style-type: none"> <li>•see objective #2</li> <li>•Read Dot Plots, worksheet w/comprehension Questions; Fill out a Dot Plot</li> </ul>	<ul style="list-style-type: none"> <li>•see objective #2</li> <li>Dot Plots, worksheets</li> </ul>
5. To understand and fill out personnel forms (job applications, etc.)	understanding weights basic addition & subtraction specific vocabulary and abbreviations: ss#, marital status, birthdate, previous jobs, education, etc.; grammar: present perfect continuous (I've been working at X for 4 years), simple past (I worked at X for 2 years), since, for (other vocabulary for other forms)	<ul style="list-style-type: none"> <li>•number/weight practice: Weigh things in class worksheets on weights, basic addition &amp; subtraction; story problems on weights, addition &amp; subtraction using Suncast and other real life examples</li> <li>•fill out a job application</li> <li>•Information Gaps on job apps.</li> </ul>	<p>On Your Way, unit 12, Working in English Suncast job application forms</p> <p>Grammar Work, bk 1, 82-91, bk 3, 49-56 Speaking of Survival, pgs. 82-96 Side by Side, bk 2, units 4-6 English for Adult Competency, chapt. 7</p>

Objective	Language Skills	Lesson Ideas/Activities	Materials
3 . To be aware of and understand other work-related problems & solutions	simple present, adverbs of frequency  modals: can, could, should, must, might	<ul style="list-style-type: none"> <li>•chart: at work, "How often do you...?" (sometimes, rarely, never, etc.)</li> <li>•discuss a typical day at work</li> <li>•LEA based on discussion</li> <li>•problem solving &amp; roleplays on situations discussed: students provide solutions (He should..., She could..., etc.)</li> <li>•LEA based on discussions &amp; roleplays</li> <li>•readings on other work issues</li> </ul>	<p>Practical English, chap. 9 Side by Side, bk 1, units 1-12, bk 2, unit 1 grammar exercises, cloze exs, flash cards on verbs &amp; adverbs, handouts w/blank charts</p> <p>Side by Side, bk 1, units 13, 21, 22, 27, 28</p> <p>The Working Culture, book 1, chap. 9 "Problems in the Workplace" (roleplays)</p> <p>The Working Experience 1, chap. 2 "The Boss", chap. 7 "A Hard Part of My Job", chap. 13 "New on the Job", Picture Stories, pg 61 (wife in factory, husband at home)</p>

Objective	Language Skills	Lesson Ideas/Activities	Materials
4. To communicate problems at work to appropriate person, both orally & in writing	<p>simple present, present continuous, simple past &amp; past continuous to describe a problem at work</p> <p>functions: expressing opinions, needs, wants; arguing</p>	<ul style="list-style-type: none"> <li>•brainstorm problems in the workplace</li> <li>•grammar exercises contrasting simple present &amp; present continuous, simple past &amp; past continuous w/high frequency work problem verbs</li> <li>•flash cards of verb forms</li> <li>•Concentration cards for irreg vbs</li> <li>•discussion of problems in the workplace, who to communicate them to, possible solutions</li> <li>•dialogues &amp; roleplays on communicating problems at work to supervisors &amp; union representatives using present &amp; past tenses</li> <li>•LEA &amp; strip stories based on dialogues &amp; roleplays</li> <li>•dialogues, roleplays using these functions to communicate a problem at work (eg. : roleplay a contract negotiating meeting, tell your supervisor why you think you shouldn't be suspended, etc.)</li> <li>•filling a formal complaint or grievance in writing</li> </ul>	<p>blackboard, make vocabulary list of high frequency verbs &amp; other vocabulary from brainstorm</p> <p>Practical English, chaps. 5, 9, 10, 13, 14, 16    Side by Side, bk 1, units 1-18, 26    Grammar Work bk 3, 14-48; handouts    flash cards of verbs    Bingo game on irregular verbs    On Your Way, units 1, 2, 3, 6, 7, 10 &amp; 11</p> <p>flash cards    Concentration cards on irregular verbs</p> <p>sample dialogues, role cards    Functioning in English, units 3, 6 &amp; 8</p> <p>board, strip stories</p> <p>sample dialogues, role cards</p> <p>sample formal complaints &amp; grievances, worksheets on these</p> <p>written exercises on sample written complaints &amp; grievances: T/F &amp; comprehension Q's, gap fills, spot the differences, sentence completions, vocabulary checks    •write a formal complaint or grievance about a problem you have (or had) at work</p>

Objective	Language Skills	Lesson Ideas/Activities	Materials
5. To suggest solutions to problems at work (meetings w/supervisors, filing a grievance, etc.)	functions: greetings, making suggestions, expressing opinions: ("I think we should...", "Why don't we..."; etc.) modals: should, could, can, might, had better, ought to	<ul style="list-style-type: none"> <li>discuss problems in the workplace</li> <li>brainstorm possible solutions to these problems</li> <li>roleplay workers discussing a problem at work &amp; suggesting solutions</li> <li>suggestion box: students write suggestions to problems discussed above, put in suggestion box</li> <li>roleplay a formal meeting w/ a supervisor to discuss solutions to a problem at work, using suggestions from suggestion box</li> </ul>	<p>English for Adult Competency, chap. 1 On Your Way, units 2, 8 &amp; 9 board, handout of vocabulary Functioning in English, units 4, 6 &amp; 8 Fitting In, chaps. 2 &amp; 10 Side by Side, bk 1, units 13, 21, 22, 27, 28</p> <p>sample dialogues using functions listed &amp; modals, list of work-related problems generated by students, roles</p> <p>suggestion box</p> <p>role cards, suggestion box w/suggestions</p>
6. To understand rights of workers & the laws protecting these rights	negative statements  specific vocabulary first & second conditionals (if...then...)	<ul style="list-style-type: none"> <li>introduce a problem via problem posing (reading, picture or roleplay), students interpret the problem. Then introduce information on workers' rights related to problem. Discuss.</li> <li>read excerpts of contract related to benefits/workers' rights •T/F &amp; comprehension Q's on contract/benefits/workers' rights</li> </ul>	<p>ESL for Action, Unit 7 Grammar Work, bk 1, 1-21, 58-71 On Your Way, unit 1</p> <p>contract ESL for Action, Unit 8 Side by Side, bk 2, units 15-16 handouts</p>

Objective	Language Skills	Lesson Ideas/Activities	Materials
7. To understand job requirements/skills needed for promotion at your company	<p>simple present: affirmative, negative, yes/no questions adverbs of frequency there /there are</p>	<ul style="list-style-type: none"> <li>make chart on board of what workers do at work by having students ask each other questions, then fill in the chart •same as above, w/adverbs of frequency: "How often do you...at work?"</li> <li>talk &amp; write about where students work, and what they do at work, using information from completed chart</li> <li>LEA about everyone's job, then do follow-up (cloze, dictation, strip story)</li> <li>train/explain your job to a classmate</li> </ul>	<p>On Your Way, units 1, 3, 7, 9 &amp; 11 Practical English, chaps. 7, 9 Side by Side, bk 1, units 1-11 Speaking of Survival, pgs. 82-96 photos of workplace ESL for Action, Unit 3</p> <p>blackboard, handouts to guide questions if needed &amp; completed chart</p>

# THEME Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
8. Understand how worker fits into overall functioning of workplace, i.e. how worker's particular job is essential to finished product.	"when" + simple present 2nd conditional ("What would happen if...")	<ul style="list-style-type: none"> <li>•problem pose a situation where one step in manufacturing process breaks down</li> <li>•invite plant manager or someone from personnel to speak about co. products &amp; manufacturing process</li> </ul>	<ul style="list-style-type: none"> <li>actual products at various stages of manufacturing, photos of different work stations</li> <li><u>Side by Side</u>, bk 2, units 15, 16</li> <li>company literature/brochures</li> </ul>
9. To understand pay, benefits, taxes	<ul style="list-style-type: none"> <li>•\$., %, decimals</li> <li>•reading columns</li> <li>•reading paychecks &amp; stubs</li> <li>•functions: asking for information/clarification ("Excuse me, could you tell me/explain to me..."); explaining a mistake specific language: "I'd like to cash/deposit my paycheck/ make a deposit."</li> </ul>	<ul style="list-style-type: none"> <li>•number work, including listening comprehension (\$., %, decimals)</li> <li>•report a mistake on payroll - reading of paychecks &amp; stubs, discussion, roleplays</li> <li>•roleplays: cashing or depositing a paycheck at the bank</li> </ul>	<ul style="list-style-type: none"> <li><u>From the Start</u>, units 1-5</li> <li>paychecks &amp; stubs</li> <li><u>Speaking Up at Work</u>, pg. 143</li> <li>paychecks &amp; stubs</li> <li><u>Working in English</u>, chapt. 5</li> <li><u>English at Work</u>, wkshrt #17</li> <li><u>The Working Experience 1</u>, chapt. 6</li> <li><u>Speaking Up at Work</u>, pgs. 50-56, 118-119, 133-135</li> <li><u>Speaking of Survival</u>, pg. 91</li> <li><u>English for Adult Competency</u>, chapt. 9</li> <li>sample dialogues, role cards, deposit slips</li> </ul>

Objective	Language Skills	Lesson Ideas/Activities	Materials
3. To understand employers' & employees' rights & responsibilities under OSHA & Workers' Compensation laws	specific vocabulary	<ul style="list-style-type: none"> <li>•roleplay a dialogue between OSHA inspector and workers</li> <li>•discussion &amp; roleplay of employer's &amp; employees' rights &amp; responsibilities under OSHA pamphlets</li> <li>•read simplified versions of OSHA checklist forms</li> <li>•read &amp; discuss articles on workplace accidents</li> <li>•LEA based on readings, discussions &amp; roleplays</li> <li>•invite a guest speaker (from co. or union) to talk about health &amp; safety in the workplace</li> </ul>	ESL for Action, Unit 6 OSHA information pamphlets "Safety & Health Hazards at your Workplace Checklist" (from OSHA materials) Workers' Compensation information pamphlets Working in English, chap. 14 sample dialogues, role cards simplified OSHA checklist forms articles: "North Carolina Chicken Plant Fire", "Triangle Shirt Waist Factory Fire" •pre-reading vocabulary & questions, post-reading work on vocabulary & comprehension & discussion questions
4. To be able to file a written complaint about a health or safety hazard	specific vocabulary writing sentences	<ul style="list-style-type: none"> <li>•read sample complaints/grievances on health &amp; safety hazards, worksheets on these (vocab, cloze, sentence completion)</li> <li>•flash cards &amp; cloze exercises on vocabulary &amp; structures in readings</li> <li>•brainstorm health &amp; safety hazards in your workplace &amp; choose the most dangerous one to discuss</li> <li>•writing practice: filing a written complaint about a health or safety hazard in your work place (after discussion)</li> </ul>	flash cards, handouts sample complaints/grievances on health & safety hazards, worksheets on these (vocab, cloze, sentence completion)

# THEME

## Health & Safety

Objective	Language Skills	Lesson Ideas/Activities	Materials
5. To be able to call in sick, describe an ailment, and report an injury, accident or hazard to fellow worker or supervisor	vocabulary: body parts vocabulary: ailments, injuries	<ul style="list-style-type: none"> <li>label pictures of body parts</li> <li>TPR: "Simon Says"</li> <li>Concentration</li> <li>dialogues, roleplays, flash cards</li> </ul>	<p>The New Oxford Picture Dictionary, pgs 4-5 English for Adult Competency, chap. 3 Concentration cards handouts, role cards, flash cards Grammar Work, bk 1, pgs 76-81 Speaking Up at Work, pgs 66-67 Eating In, ch. 6</p>
	imperatives	<ul style="list-style-type: none"> <li>roleplay warning a fellow worker of a hazard</li> </ul>	<p>Spectrum 2, units 2 &amp; 10 Practical English, chapters 3, 14 Side by Side, bk 1, units 15-17, 20, 26, 30 bk 2, units 2, 14; Grammar Work, bk 1, 82-91, bk 3, 28-48</p>
		<p>Understanding &amp; Using English Grammar, unit 5 Speaking Up at Work, pgs 63-66 English at Work, worksheet #17 Working in English, chap. 8</p>	<p>handouts of safety gear vocabulary realia: safety gear handout w/discussion questions</p>
6. To be able to fill out an accident report	specific vocabulary filling out forms	<ul style="list-style-type: none"> <li>flash cards, fill in the blank exercises</li> <li>concentration cards (pres vs past)</li> <li>problem solving: safety in the workplace: discussion, dialogues, roleplays w/cards</li> </ul>	<p>handout of safety gear vocabulary realia: safety gear handout w/discussion questions</p>
		<ul style="list-style-type: none"> <li>dialogues, roleplays, listening comprehension on calling in sick, visit to doctor for work-related injuries</li> <li>invite a guest speaker from the health clinic to discuss health &amp; safety hazards, solutions, cures</li> </ul>	<p>Spectrum, book 1, chap. 3 roleplay cards, handouts of sample dialogues</p>
		<ul style="list-style-type: none"> <li>flash cards &amp; worksheets on vocabulary on forms</li> <li>roleplay a workplace accident then fill out accident report</li> </ul>	<p>accident report forms from workplace, worksheets, flash cards role cards, accident report forms</p>

Objective	Language Skills	Lesson Ideas/Activities	Materials
7. To be able to make a doctor's appointment	function: making an appointment specific language and vocabulary for phoning, dates, times, describing an ailment or injury	<ul style="list-style-type: none"> <li>sample dialogues on making a doctor's appointment; vocabulary work, cloze exs., fill in the blanks, dialogue completion, listening comprehension</li> <li>dialogues, roleplays and listening comprehension on making a doctor's appointment</li> </ul>	handouts Listening Tasks, pg 86 Functioning in English, pg 7 Turning in to Sooken Messages, Unit 2 Speaking of Survival, chap. 1 English for Adult Competency, chaps. 1, 3 role cards
8. To be able to understand doctor's orders, ask & answer questions, ask for clarification	modals - affirmative, negative & question formation: must, should, ought to (stay in bed, rest, take aspirin, get physical therapy, etc.) question words: "How long should I...?", "How many should I take?", "How often...?", etc.	<ul style="list-style-type: none"> <li>grammar work on modals, written &amp; oral, in context of visit to doctor</li> <li>grammar work on question words &amp; question formation, oral &amp; written in context of visit to doctor</li> <li>dialogues, roleplays &amp; listening comprehension on going to the doctor</li> </ul>	Grammar Work, bk 3, 81-93, sample dialogues w/modals, exs. on these Side by Side, bk 1, units 10, 13, 21, 22, 27, 28 Practical English, chap. 3 Grammar Work, bk 1, 6, 7, 17, 27, 32, 36, 48, 56, 63; sample dialogues of Q's at doctor's, exs. on these sample dialogues, cloze exs., gap fills Speaking of Survival, chapters 1 & 2 Spectrum 1, unit 3 Breaking the Ice, units 11 & 12
9. To be able to get prescribed medications from a pharmacy & read instructions on them		<ul style="list-style-type: none"> <li>roleplay going to a pharmacy to get a prescription filled</li> <li>read instructions on prescriptions, prescribed &amp; over-the-counter medicines</li> </ul>	sample dialogues, prescriptions, role cards handouts of specific vocabulary & abbreviations on prescriptions, sample prescriptions, realia: medication & instructions for common work-related ailments & injuries, written exercises on these: T/F, comprehension Q's, fill in the blanks, vocabulary tests Speaking of Survival, pg. 14

Objective	Language Skills	Lesson Ideas/Activities	Materials
10. To be able to fill out an insurance form for a work-related ailment or injury	specific vocabulary, filling out a form	<ul style="list-style-type: none"> <li>•exs. on company's insurance forms: gap fills, T/F Q's, comprehension Q's, Spot the differences, vocabulary checks</li> <li>•discuss a work-related ailment or injury of a class member, then fill out an insurance form</li> </ul>	<ul style="list-style-type: none"> <li>insurance forms used by the company, both blank &amp; filled out, handouts on vocabulary on forms, gap fills, T/F &amp; comprehension Q's, &amp; Spot the differences on forms</li> <li>Speaking Up at Work, 133-135 company's blank insurance forms</li> </ul>

Objective	Language Skills	Lesson Ideas/Activities	Materials
1. To understand Suncast's company rules and regulations.	<p>reading comprehension of company rules; specific vocabulary</p> <p>modals (should, would, can, could, must) + simple form of verb</p> <p>present tense verbs</p>	<ul style="list-style-type: none"> <li>*teach one rule a day: go over vocabulary with flash cards; use index cards for word order</li> <li>*pantomime breaking a rule - which one?</li> <li>*grammar practice on modals</li> <li>*conversation practice w/modals in context of company rules</li> <li>*grammar practice on present tense verbs</li> <li>*conversation practice w/present tense verbs in context of company rules</li> <li>*problem solving: How to avoid breaking company rules &amp; what to do if you break them: discussion, dialogues, roleplays</li> <li>*LEA based on discussions, dialogues &amp; roleplays</li> </ul> <p>simple past</p>	<p>ESL for Action, unit 5, lesson 1 company rules flash cards index cards for word order index cards w/rules</p> <p>Side by Side, bk 1, units 13, 21, 22, 27, 28 Grammar Work, book 3, pgs 81-95 handout: discussion questions handout: sample dialogues</p> <p>Side by Side, bk 1, units 1-6, 9, 10 Grammar Work, bk 1, 1-20, 58-71, bk 3, 17-27 Practical English, chapt. 9</p> <p>handouts w/sample dialogues &amp; discussion questions handouts w/sample dialogues gap fills on dialogues role cards</p> <p>blackboard</p> <p>Practical English, chapters 13, 14 Side by Side, bk 1, units 15-18 company rules Grammar Work, bk 1, pgs 82-91, bk 3 28-44 discussion questions</p> <p>Practical English, chapt. 9 Side by Side, bk 1, units 15-18 company rules Grammar Work, bk 1, pgs 82-91, bk 3 28-44 discussion questions</p> <p>Practical English, chapters 13, 14 Side by Side, bk 1, units 15-18 company rules Grammar Work, bk 1, pgs 82-91, bk 3 28-44 discussion questions</p> <p>Practical English, chapters 13, 14 Side by Side, bk 1, units 15-18 company rules Grammar Work, bk 1, pgs 82-91, bk 3 28-44 discussion questions</p> <p>Practical English, chapters 13, 14 Side by Side, bk 1, units 15-18 company rules Grammar Work, bk 1, pgs 82-91, bk 3 28-44 discussion questions</p>

## Suncast Vocabulary

### Molding Department:

#### Verbs:

inspect  
sort  
trim  
assemble  
pack  
correct  
take  
insert  
pick-up

#### Nouns:

runner  
gate  
cosmetic defect  
color marks  
sink  
warping  
streaks  
splay  
flow line  
gaylord  
folding chair  
lazy susan  
neumatic screwdriver (airdriver  
pick-up wand  
cells  
hose reel frame  
table tops  
legs  
wedges  
fasteners  
lockers  
chairs  
flash injection unit  
folding chair assembly fixture

## Hose Reel Department:

### Verbs:

throw  
tape  
clean  
attach  
call  
put in  
check  
read  
weigh  
put  
wrap  
insert

### Nouns:

flanges	front brakes
hose reel	manual
o ring	insert
recross	automatic tape machine
frame	scale
handle	label
front brace	box
back brace	skid
crank	
hose	
connectors	
screws	
pins	
adapter	
parts bag	
outside reel	
inside reel	
air gauge	
side frame	
wheel	
axel	
short shots	
irregularities	

## Quality Control Department:

### Verbs:

place  
hit  
check  
blow  
apply  
take  
put  
push  
bend  
seat  
bring  
pick up  
go

### Nouns:

part bags  
hose reels  
tubes  
kitveyor  
hose handle  
tank welding  
spray tanks  
spin-out tube  
metal wand flairing  
bows  
cinch nut  
o-ring  
o-ring applicator  
spray tip  
revolution  
box  
tube  
wand bending fixture  
material handler  
spring  
valve body  
driver

hole  
warping  
short shot  
kinked hoses  
rust  
splay  
sink

## QC cont. - Connector/Nut Hose Assembly

### Verbs:

clear  
crimp  
position  
lock  
coil

### Nouns:

clamp  
connector  
fixture  
button  
unit  
valve housing  
crimper  
trigger  
gaylord  
boot pedal  
palm button  
final bin

## QC - Tanks:

### Verbs:

package  
match  
read

### Nouns:

o-rings  
suctions  
pumps  
tanks  
lot  
date code  
flex test  
print out

## Small Assembly Department

### Verbs:

date code  
put  
spin weld  
take  
tighten  
slide  
salvage  
package  
pick up  
form

### Nouns:

water pistol	cavity
sidewinder bag	blister card
impulse sprinklers	robot
rotary sprinklers	box
ocillating sprinklers	hang tag
booster seal pack	turet sprinkler
water timers	
connectors	
o-ring	
spring washer	
shaft	
pistol body	
handle	
shaft nut	
accessory adapter	
spin tight wrench	
rails	
sleeve	
air press	
sonic welder	
seal machine	
blister	
female faucet adapter	
male connector	
side winder	

## **Material Handlers:**

### **Verbs:**

position  
open  
weigh  
count  
collect  
remove  
transfer  
set aside  
deliver  
perform  
follow  
assist  
report  
set up  
move  
load  
operate

### **Nouns:**

staging area  
assembly line  
line stoppage  
paring knife  
rubbish  
skids  
housekeeping duties

### **Words/Phrases:**

how much/how many...pieces are at the press/machine numbers  
bring these parts over to...  
put this in the...  
the balance left to make is...  
move/get/bring  
look/watch/pay attention  
Please be careful/make sure that the press/part number on the label is correct.  
do/don't

## **Words/Phrases for Material Handlers, cont.**

down

off

Do not write down the time for a part when the mat-con computer is down.

time

why/how/when & other question words

## **Extrusion Department:**

### **Verbs:**

check

collapse

pack

run

start

stop

bleed

bring

pull

make

stretch wrap

regrind

recycle

sample

mix

throw

fill

### **Nouns:**

holes

edging

connectors

collapse

water marks

lines

hoses

wand hose

hole

caliper

cutter

**Nouns, cont.**

extruder  
head of extruder  
die  
heater band  
vacuum tank  
air blow off  
puller  
conveyor  
connector bin  
machine feeder  
spools  
parts  
blender  
shuttler  
material handler  
skid  
stretch wrap  
cartons  
buckets  
moisture  
contamination

**Vocabulary from Suncast work forms:**

**Rejection Ticket:**

part mane  
part number  
date  
shift  
time  
sp/po number  
QA Department  
vendor  
machine  
line  
other  
containers  
qty./cont.  
total pieces

Rejection Ticket, cont.

sample  
defect  
reason for rejection  
specification  
dimension  
function  
appearance  
regrind  
throw out  
rework  
use as is

Line Reject Tally Sheet:

code number  
code names (dispose, regrind)  
date  
department  
LRT#  
part number  
description  
QTY  
ADJ Code  
unit cost  
reasons: burst test, damaged, bad spin weld, pull test, damaged machine,  
short shots, incomplete, flash  
Q.A.  
submitted by  
Q.A. Disposition by  
MATL. disposed by  
inventory relieved by

Reground Material Weight Sheet:

part #  
name  
gross  
tare  
net

Daily Line Performance Summary:

date  
product  
inspector  
target weight at start  
+/- range  
quantity  
under  
over  
confirmed rejects  
summarize  
final  
total  
reset

Finished Goods Production Worksheet:

shop order #  
part number  
start label  
ending label  
total skids  
total production  
remarks  
prepared by  
date  
department supervisor

Motors Assembly Water Test:

part number	type
date	special instructions
sample/box	burst test type
qty/box	
box no	
p	
fail	
PSI	
type	
comments	
action taken or rej	
burst test w/end plugged	

Water Test Inspection Form:

date  
ID or box  
sample size  
water test pressure  
comments  
action taken  
Qty/boxes

Handle/Hose Assy:

part no.  
inspector  
date  
gag. #  
total pcs  
sample  
p  
f  
comments  
action taken  
reject #  
torque  
driver  
time  
lbs

Water Test on Wand Assy:

part no.  
model  
date  
Box ID#  
sample size  
pass  
fail  
explanation  
action taken  
inspector

Suncast Relief Valve Control Chart:

part no.  
model  
spec.  
insp.  
date  
time  
decay  
other  
Dim B Pull  
total  
average

impulse sprinkler Head:

part no  
date  
PSI  
deflector up  
deflector down  
time  
diffuser screw tight  
diffuser screw loose  
failed PSI  
rotate  
hold position  
condition  
spring rew.  
spring/nut reworked  
loose deflector  
good nut

Oscillating sprinkler Water Test:

	comments
model no.	inspector
date	
time	
PSI	
full pattern	
center pattern	
right pattern	
left pattern	

Common Defects List for Assembly:

missing  
short shots  
wrong  
warped  
sink  
undersize  
oversize  
shiny  
dull  
cracked  
crooked  
dirty  
don't fit  
flash  
sharp flash  
brittle parts  
breaks easily  
open bag  
mixed  
out of round  
aligned  
distortion  
too close to edge  
color streaks  
holes filled  
knock out pin  
splay  
screws aren't all the way in  
hole isn't drilled  
O.D. or outside dimension  
I.D. or inside dimension  
unglued  
torn  
flash in O-ring area  
leaks  
drips  
dribbler  
spritzer  
drooler

gusher  
flow lines  
scratches  
printing isn't legible  
spots  
broken  
seal properly  
failed  
burst  
rusty  
kink

COMMON DEFECTS LIST FOR ASSEMBLY

FOR F.A. USE ONLY

ENGLISH	SPANISH
MISSING	ausente, parte que falta en la caja.
SHORT SHOTS	le falta un pedazo, esta derretido
WRONG	erroneo, equivocado
WARPED	torcido, encorvado
SINK	sumido
UNDERSIZE	tamaño inferior al normal o esperado
OVERSIZE	mas grande de lo normal o lo esperado
SHINY	brillante, lustroso
DULL	opaco
CRACKED	agrietado, rajado
CROOKED	torcido, encorvado
DIRTY	sucio
DON'T FIT	que no entra, encaja o cabe en otra pieza
FLASH	exceso de plástico o telita extra
SHARP FLASH	exceso de plástico duro que puede cortar
BRITTLE PARTS	partes fragiles
BREAKS EASILY	que se rompen facilmente
OPEN BAG	bolsa abierta
MIXED	mezclado.
OUT OF ROUND	que no está redondo
ALIGNED	alineado
DISTORTION	deformado
TOO CLOSE TO EDGE	muy cercano al borde
COLOR STREAKS	lineas de color
HOLES FILLED	agujeros llenos de plástico

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ENGLISH	SPANISH
KNOCK OUT PIN	pin sobresalido y se nota en la parte
SPLAY	manchas blancas en la parte, parecen rayos
SCREWS AREN'T ALL WAY IN	tornillos no estan metidos completamente
HOLE ISN'T DRILLED	agujero no esta perforado
O.D. OR OUTSIDE DIMENSION	dimension o medida de afuera del circulo
I.D. OR INSIDE DIMENSION	dimension o medida de adentro del circulo
UNGLUED	no esta pegado
TORN	roto
FLASH IN O-RING AREA	exceso de plastico en el area del o-ring
LEAKS	liquea
DRIPS	gotea, menos de una gota por segundo
DRIBBLER	gotea, mas de una gota por segundo
SPRITZER	chorro, en cualquier posicion
DROOLER	chorro, solo si esta en una posicion
GUSHER	chorro grande, se explica por si solo
FLOW LINES	lineas en el plastico que son de flujo
SCRATCHES	rayar
PRINTING ISN'T LEGIBLE	lo impreso no se puede leer
SPOTS	manchas
BROKEN	quebrado, roto
SEAL PROPERLY	sellado propiamente
FAILED	fallo, que no paso
BURST	reventar, explotar
RUSTY	mohoso, oxidado
KINK	doblado excesivamente

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## Vocabulary/Expressions for Health & Safety Unit

danger  
fire  
extinguish  
exit  
electrical wires  
lifting  
to trip  
to hurt  
to cut (off)  
to burn  
to bleed  
to slip  
to fall  
headache  
Carpal Tunnel Syndrome  
repetitive motion  
stress  
fumes  
dust  
injury  
ventilation  
lighting  
flammable  
poison  
safety gear  
safety belt  
goggles  
boots  
glasses  
hard hat  
mask  
gloves  
first aid  
high voltage  
ear plugs  
Watch out! / Watch it! /Look out!  
Be careful!  
Don't touch that!  
dosage  
tablet  
capsule  
teaspoon  
liquid  
all body parts  
ailments  
absent  
sick